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ABSTRACT

Presented are two sets of forms--teacher level and national level--used by the National Center on Educational Media and Materials for the Handicapped to evaluate and select appropriate instructional materials. The documents provide check lists for evaluating materials on the basis of identification of needs (such as learner characteristics, program characteristics, teacher requirements, and matching material to learner), initial selection, review, and decision-making. (IM)

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**STANDARD CRITERIA
FOR THE
SELECTION AND EVALUATION
OF INSTRUCTIONAL MATERIAL**

Teacher Level

- I. IDENTIFICATION OF NEEDS**
 - A. Learner Characteristics**
 - B. Program Characteristics**
- II. INITIAL SELECTION**
 - A. Search**
 - B. Screen**
- III. REVIEW**
 - A. Analysis of Material**
 - B. Matching Material to Learner**
- IV. DECISION MAKING**

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The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped.

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Publication No. NC-76-405-A

Teacher Level

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: a definition of the target learner and the learning environment prior to any selection of suitable instructional materials.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. Has an assessment of the learner occurred, and does the resulting data specify:

- a. demographic information about the learner, including:

Yes No NA

- | | | | |
|---|-----|-----|---|
| ___ | ___ | ___ | (1) age |
| ___ | ___ | ___ | (2) sex |
| ___ | ___ | ___ | (3) instructional/developmental level |
| ___ | ___ | ___ | (4) language development or preference |
| ___ | ___ | ___ | (5) interest level |
| ___ | ___ | ___ | b. limiting conditions (medical/physical factors, etc.) |
| ___ | ___ | ___ | c. behavioral/affective characteristics |
| ___ | ___ | ___ | d. preferred modalities |
| ___ | ___ | ___ | e. strength areas |
| ___ | ___ | ___ | f. deficit areas |
| 2. Has an educational plan been developed, based on learner assessment data, which specifies: | | | |
| ___ | ___ | ___ | a. needed skill area |
| ___ | ___ | ___ | b. short and long-term instructional objectives |
| ___ | ___ | ___ | c. instructional strategies, including: |
| ___ | ___ | ___ | (1) sequencing |
| ___ | ___ | ___ | (2) reinforcement |
| ___ | ___ | ___ | (3) modalities (input/output) |
| ___ | ___ | ___ | (4) monitoring |

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Yes No NA

d. recommendations for:

_____ (1) general instructional areas

_____ (2) specific materials

_____ (3) related activities

B. Program Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the overall program considerations with the specific learner(s) and learning requirements in mind.)

1. Have provisions been made for integration of the individual educational plan into the total instructional program:

_____ a. content

_____ b. curricular compatibility

_____ c. format/alternatives

2. Would implementation of the educational plan be affected by any of the following environmental constraints:

_____ a. time/cost/physical considerations

_____ b. grouping

_____ c. equipment

_____ d. personnel

_____ e. teacher skill

II. INITIAL SELECTION

The outcome of stage II will be: the identification of at least two pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternative materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below outline the most common information resources available to the selector of instructional materials. The intent of this section is to

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encourage the user to investigate various potential materials information sources.)

1. Have you located recourses which might provide information about materials:
 - ☐ a. colleagues
 - ☐ b. commercial
 - ☐ c. materials bibliographies
 - ☐ d. journals
 - ☐ e. curriculum libraries and centers (colleges, schools for handicapped, learning resource centers)
 - ☐ f. professional organizations
 - ☐ g. governmental agencies
(national network, audio-visual center, etc.)
 - ☐ h. information systems (NIMIS, EPIE, ERIC, etc.)
2. As a result of the above process, have you identified at least two instructional materials which appear to address the learner's needs?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence of thorough and accurate material descriptions, however, scrutiny of the material itself will be required. A secondary intent of this section is to educate both material users and material abstractors (including commercial publishers) about desirable elements to be included in product reviews.)

1. Does the material information resource provide information about the identified instructional product(s), such as:

<u>Yes</u>	<u>No</u>	<u>NA</u>	
☐	☐	☐	a. instructional level
☐	☐	☐	b. language level
☐	☐	☐	c. interest level
☐	☐	☐	d. sensory input and output modalities
☐	☐	☐	e. educational subject/skill content

Yes No NA

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___ ___ ___

f. format

___ ___ ___

g. cost

___ ___ ___

h. grouping requirement(s)

___ ___ ___

i. required equipment

2. On the basis of the available information, does the identified instructional material appear compatible with:

___ ___ ___

a. learner characteristics

(1) the learner assessment

(2) the learner educational plan

___ ___ ___

b. program characteristics

(1) the total instructional program considerations

(2) the identified environmental constraints

III. REVIEW

The outcome of stage III will be: an in-depth analysis of an instructional material in order to define the material's characteristics and match these characteristics to previously defined learner requirements. Implementation of this stage necessitates actual examination of the instructional material.

A. Analysis of Material

(This section includes recommended questions for determining the intrinsic qualities of the material(s) independent of specific learner characteristics and program requirements.)

___ ___ ___

1. Are objectives in behavioral terms (specifying what the student task is, under what conditions, and level of performance expected)?

___ ___ ___

2. Are techniques of instruction for each lesson either clearly specified or self-evident?

___ ___ ___

3. Are facts, concepts, and principles ordered in a logical manner (e.g., chronologically, easy to difficult, etc.)?

___ ___ ___

4. Does the material contain appropriate supplementary or alternative activities that contribute to or extend proposed learning?

___ ___ ___

5. Is repetition and review of content material systematic and appropriately spaced?

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Yes No NA

- | | | | |
|---|---|---|---|
| — | — | — | 6. Does the content appear accurate? |
| — | — | — | 7. Does the material avoid content which betrays prejudice, perpetuates stereotypes, or neglects the talents, contributions, or aspirations of any segment of the population? |
| — | — | — | 8. Can the material be readily adapted to meet individual learner differences in abilities and interests? |
| — | — | — | 9. Can pacing of the material be adapted to variations in learner rate of mastery? |
| — | — | — | 10. Is provision made for adapting, altering, or combining input and response modalities according to learner variations? |
| — | — | — | 11. Does the material incorporate evaluation items and procedures which are compatible with program objectives? |
| — | — | — | 12. Are there sufficient evaluative items to accurately assess student progress? |
| — | — | — | 13. Is performance assessed frequently enough to allow accurate assessment of student progress and continuous feedback to learner? |
| — | — | — | 14. Is the format uncluttered, grammatically correct, and free of typographical errors? |
| — | — | — | 15. Are illustrations and photographs clear, attractive, and appropriate to content? |
| — | — | — | 16. Are auditory components of adequate clarity and amplification? |
| — | — | — | 17. Are all necessary components either provided with the material or readily and inexpensively available? |
| — | — | — | 18. Can consumable portions of material be easily and inexpensively replaced or legally reproduced? |
| — | — | — | 19. Is cost reasonable in comparison with similar commercial materials or homemade alternatives? |
| — | — | — | 20. Does the publisher clearly state the rationale for selection of program elements, content, and methodology (e.g., choice may be based on tradition, survey of other materials, logic of subject matter, experimental evidence, unvalidated theory)? |
| — | — | — | 21. Are testimonials, research, and publisher claims clearly differentiated? |
| — | — | — | 22. Are reinforcement procedures and schedules clearly indicated? |
| — | — | — | 23. Is a variety of cuing and prompting techniques used? |

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B. Matching Material to Learner

(This section involves the integration of the identified learner needs with the analyzed material characteristics to determine compatibility for instructional purposes.)

Yes No NA

- | | | | |
|-------------|-------------|-------------|---|
| <u> </u> | <u> </u> | <u> </u> | 1. Are stated objectives and scope of the material compatible with learner's need? |
| <u> </u> | <u> </u> | <u> </u> | 2. Are prerequisite student skills/abilities needed to work comfortably and successfully with the material specified and compatible with the learner's characteristics? |
| <u> </u> | <u> </u> | <u> </u> | 3. Are the skills and abilities needed by the instructor to work effectively with the material specified and compatible with instructor's expertise? |
| <u> </u> | <u> </u> | <u> </u> | 4. Are levels of interest, abstraction, vocabulary, and sentence structure compatible with characteristics of the learner? |
| <u> </u> | <u> </u> | <u> </u> | 5. Is the degree of required teacher involvement (constant interaction, supportive or monitoring role, largely student directed, variable) compatible with teacher resources and learner characteristics? |
| <u> </u> | <u> </u> | <u> </u> | 6. Does the material incorporate motivational devices to sustain student interest which are appropriate to the learner's characteristics? |
| <u> </u> | <u> </u> | <u> </u> | 7. Are input and output modalities (visual, auditory, motor, tactile) compatible with learner characteristics? |
| <u> </u> | <u> </u> | <u> </u> | 8. Is the demonstration of task mastery (e.g., written test, performance test, oral test) compatible with or adaptable to intended learner's characteristics? |
| <u> </u> | <u> </u> | <u> </u> | 9. Is the format of the material (e.g., game, book, filmstrip, etc.) compatible with the learner's mental and physical abilities? |
| <u> </u> | <u> </u> | <u> </u> | 10. Is the durability and safety of the material adequate for the learner? |
| <u> </u> | <u> </u> | <u> </u> | 11. Is information provided indicating (successful) field testing of the material with students similar in learning characteristics and interests to those of the learner? |

IV. DECISION MAKING

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

Teacher Level

- A. As a result of the review process, which questions have you identified as (most) critical to you in deciding to utilize the material with the learner?
- B. On the basis of those critical priority concerns, is the material appropriate for specified learning requirements?
- _____ Yes (implies accept)
- _____ No (implies reject)
- _____ Unsure (requires more analysis)
- C. If unsure of appropriateness, are there other less critical questions which could be considered in making the decision to utilize the material?
- D. On the basis of those additional considerations, is the material now deemed appropriate for specified learning requirements?
- _____ Yes
- _____ Unsure
-
- E. If still unsure of appropriateness of the material, will comparison with other previewed material(s), in relation to critical questions, help identify the material which most closely approximates the specified learning requirements?
- F. If still unsure of the appropriateness of the material, would modifications of the material render it usable?
1. Do you have access to resources for required modification?
- G. If no:
1. Return to search process. Re-examine sources of material identification and information in locating other potential materials.
2. Review learner characteristics in an effort to modify requirements for material.

**STANDARD CRITERIA
FOR THE
SELECTION AND EVALUATION
OF INSTRUCTIONAL MATERIAL**

National Level

- I. IDENTIFICATION OF NEEDS**
 - A. Sources**
- II. INITIAL SELECTION**
 - A. Search**
 - B. Screen**
- III. REVIEW**
 - A. Learner Characteristics**
 - B. Teacher Requirements**
 - C. Materials Characteristics**
 - D. Matching Material to Learner**
- IV. DECISIONS**
 - A. Use**
 - B. Adapt**
 - C. Field Test**
 - D. Recommendations**
- V. EVALUATION**



The National Center on Educational Media and Materials for the Handicapped (NCEMMH) in cooperation with the national system of learning resource centers, professional associations, various other public and private agencies, and interested individuals provides a comprehensive program of activities to facilitate the use of new educational technology in instructional programs for handicapped persons. NCEMMH provides leadership and service in the development, design, and dissemination of learning resources that are effective for the handicapped.

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National Level

I. IDENTIFICATION OF NEEDS

The outcome of stage I will be: identification of the availability and adequacy of sources of need information prior to any selection of suitable instructional materials.

A. Sources

- ☐ 1. The National Needs Assessment sponsored by the Bureau of Education for the Handicapped
- ☐ 2. Consumers who are currently working with handicapped children
- ☐ 3. Analysis of curriculums and instructional priorities at Learner Level
- ☐ 4. Analysis of learner characteristics
- ☐ 5. Availability of appropriate materials for curricular areas
- ☐ 6. Availability of effective materials for learners

National Level

II. INITIAL SELECTION

The outcome of stage II will be: the identification of at least ten pieces of instructional material which, on first screening, appear compatible with learner requirements and which will be considered for further review. Identification of alternate materials for examination will facilitate final selection decisions on a comparative basis.

A. Search

(The items listed below encourage the user to investigate various potential materials information sources and to consider essential points when gathering information about materials.)

<u>Yes</u>	<u>No</u>	<u>NA</u>	
☐	☐	☐	1. Have you identified resources for materials which have potential use with the handicapped?
☐	☐	☐	2. Have materials been identified which may be appropriate for the learner characteristics of the handicapped?
☐	☐	☐	3. Have materials been identified which may be appropriate for the curricular needs of the handicapped?

B. Screen

(Under optimal conditions, a written product abstract or review will provide information pertaining to all of the items listed below, so that actual inspection of the product is not necessary. In the absence of thorough and accurate material descriptions, however, scrutiny of the material itself will be required.)

<u>Yes</u>	<u>No</u>	<u>NA</u>	
☐	☐	☐	1. Is it a learner-use material?
☐	☐	☐	2. Is it an instructor-use material?
☐	☐	☐	3. Are all components of the material available?
☐	☐	☐	4. Does the material have potential for use with the handicapped?
☐	☐	☐	5. Is the material designed for use by the handicapped?
☐	☐	☐	6. Does the material appear to be practical to use with the handicapped?
☐	☐	☐	7. Does the material appear to be easily usable by the handicapped?

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- ☐ ☐ ☐ 8. Is the format of the material appropriate for the target handicapped audience?
- ☐ ☐ ☐ 9. Is the material of acceptable technical quality?
- ☐ ☐ ☐ 10. Does the material have instructional objectives?
- ☐ ☐ ☐ 11. Does the material appear to meet the curricular needs of the handicapped target population?
- ☐ ☐ ☐ 12. How does the cost of the material affect the accessibility to the material?
- ☐ ☐ ☐ 13. Does the material appear to present any physical danger to the target handicapped audience?

III. REVIEW

The outcome of stage III will be: an in-depth analysis of an instructional material in order to match (section D) the material for use with a specific student based on section A, Learner Characteristics, section B, Teacher Requirements, and section C, Materials Characteristics. Implementation of this stage necessitates actual examination of the instructional material.

A. Learner Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the characteristics and educational requirements of the specific learner for whom material is being sought.)

1. What are the possible modes of input?

- ☐ auditory
- ☐ visual
- ☐ tactile
- ☐ kinesthetic

2. What are the preferred modes of input?

- ☐ auditory
- ☐ visual
- ☐ tactile
- ☐ kinesthetic
- ☐ multisensory

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3. What are the possible modes of response?
☐ verbal
☐ written
☐ gesture
4. ☐ What is the learner's instructional level?
5. ☐ What is the learner's interest level?
6. ☐ What is the learner's reading level?
7. ☐ What is the learner's interest areas?
8. What are the learner's interest/motivation requirements?
 - a. ☐ use of a game-type format
 - b. ☐ use of humor
 - c. ☐ use of a variety of stimuli
 - d. ☐ use of suspense
 - e. ☐ use of novelty
 - f. ☐ use of an interaction system of instantaneous feedback
 - g. ☐ use of cartoon format
 - h. ☐ use of puppets
 - i. ☐ use of characters
9. ☐ What are the learner's entry level skills?
10. ☐ What are the learner's reinforcement requirements?

B. Teacher Requirements

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying the requirements to allow a teacher/instructor to effectively use the material.)

1. ☐ Are a teacher's manual and/or instructions provided?
2. If a teacher's manual and/or instructions are provided, does it include:
 - a. ☐ philosophy and rationale

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- b. ☐ statement of objectives
 - c. ☐ statement of instructional and interest levels
 - d. ☐ statement of reading level
 - e. ☐ statement of prerequisite skills
 - f. ☐ listing of material/program elements
 - g. ☐ listing of required materials and equipment
 - h. ☐ suggestions for teacher/instructor use
 - i. ☐ suggestions for student/learner use
 - j. ☐ suggestions for instructional alternatives
 - k. ☐ suggestions for evaluation
 - l. ☐ suggestions for additional resources
3. Instructor time requirements:
- a. ☐ training
 - b. ☐ preparation
 - c. ☐ use
 - d. ☐ clean-up
4. What is the degree of instructor involvement?
- a. ☐ full-time teacher involvement is required during instructional period
 - b. ☐ part-time teacher involvement required
 - c. ☐ no teacher involvement required
 - d. ☐ full-time aide involvement required
 - e. ☐ part-time aide involvement required
 - f. ☐ no aide involvement required
 - g. ☐ full-time parent involvement required
 - h. ☐ part-time parent involvement required
 - i. ☐ no parent involvement required
 - j. ☐ full-time peer involvement required

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- k. ☐ part-time peer involvement required
l. ☐ no peer involvement required
m. ☐ materials can be used independently by learners

5. Is the material practical?

Yes No NA

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | a. maneuverability |
| ☐ | ☐ | ☐ | b. ease of storage |
| ☐ | ☐ | ☐ | c. number of parts |
| ☐ | ☐ | ☐ | d. identification of parts |
| ☐ | ☐ | ☐ | e. size of parts |
| ☐ | ☐ | ☐ | f. storage/organization of parts |
| ☐ | ☐ | ☐ | g. durability of product and packaging |
| ☐ | ☐ | ☐ | h. replaceability of consumable and nonconsumable parts |
| ☐ | ☐ | ☐ | i. requires use of specialized equipment |

6. Is the total cost reasonable?

Yes No NA

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| ☐ | ☐ | ☐ | a. inservice training |
| ☐ | ☐ | ☐ | b. initial cost |
| ☐ | ☐ | ☐ | c. per use cost (replacement of consumables) |
| ☐ | ☐ | ☐ | d. required supplementary materials costs |
| ☐ | ☐ | ☐ | e. replacement cost (replacement of nonconsumables) |

7. ☐ ☐ ☐ Is the material appropriate for the curriculum?

8. ☐ ☐ ☐ Has this material been field tested?

9. ☐ ☐ ☐ If so, has it been found to be effective?

National Level

C. Materials Characteristics

(The following outline is intended to serve as a guideline to the selector of instructional materials in identifying specific characteristics a material requires to allow for communication with a learner.)

1. Technical quality

a. Quality of auditory presentation: Acceptable Unacceptable

- | | | |
|---|-------|-------|
| (1) clarity (easily understood, recording quality good) | _____ | _____ |
| (2) amplification | _____ | _____ |
| (3) voice level | _____ | _____ |
| (4) dialect/accent | _____ | _____ |
| (5) voice speed | _____ | _____ |
| (6) voice quality | _____ | _____ |
| (7) sequence | _____ | _____ |
| (8) quality of narration (reader style) | _____ | _____ |
| (9) music/sound/voice mixing | _____ | _____ |

b. Quality of visual presentation: Acceptable Unacceptable

- | | | |
|---|-------|-------|
| (1) sharpness | _____ | _____ |
| (2) color | _____ | _____ |
| (3) distracting elements | _____ | _____ |
| (4) complexity | _____ | _____ |
| (5) size relationships | _____ | _____ |
| (6) sequence | _____ | _____ |
| (7) subjective angle (learner point of view) | _____ | _____ |
| (8) objective angle (observer point of view) | _____ | _____ |
| (9) composition (visual format, visual arrangement) | _____ | _____ |
| (10) figure-ground definition | _____ | _____ |

National Level

c. Quality of print and graphic presentation:	Acceptable	Unacceptable
(1) legibility (style and size)	_____	_____
(2) captioning (location and pacing)	_____	_____
(3) clarity of print (contrast)	_____	_____
(4) accuracy	_____	_____
d. Quality of tactile presentation:		
(1) braille (clear and easily discriminable)	_____	_____
(2) tactile drawings (clear and easily discriminable)	_____	_____
(3) texture (clear and easily discriminable)	_____	_____
(4) composition (physical format, physical arrangement)	_____	_____
(5) manipulables (discriminable, dimension, shape, mass)	_____	_____

2. Instructional quality

Yes No NA

- | | | | |
|-------|-------|-------|--|
| _____ | _____ | _____ | a) Does the selection of subject matter facts adequately represent the content area? |
| _____ | _____ | _____ | b) Is the content presented in the material accurate? |
| _____ | _____ | _____ | c) Is the content logically sequenced? |
| _____ | _____ | _____ | d) Is the content organized for ease of study? |
| _____ | _____ | _____ | e) Are various points of view, including treatment of minorities, handicapped, ideologies, personal and social values, sex roles, etc., objectively represented? |
| _____ | _____ | _____ | f) Are the objectives of the material clearly stated? |
| _____ | _____ | _____ | g) Is the content of the material consistent with the objectives? |
| _____ | _____ | _____ | h) Are the prerequisite skills for use of the materials stated? |
| _____ | _____ | _____ | i) Are essential sub-skills required included in the instructional sequence? |

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- ___ ___ ___ j) Is the reading level of the material stated?
- ___ ___ ___ k) Is the vocabulary systematically introduced?
- ___ ___ ___ l) Is the vocabulary consistent with the stated reading level?
- ___ ___ ___ m) Is the instructional level stated?
- ___ ___ ___ n) Is the interest level stated?
- ___ ___ ___ o) Is the material self-pacing?
- ___ ___ ___ p) Does the material provide for frequent reinforcement of major concepts?
- ___ ___ ___ q) Does the material summarize and review major points?
- ___ ___ ___ r) Does the material provide frequent opportunities for active student involvement and response?
- ___ ___ ___ s) Does the material provide for evaluation of user performance?
- ___ ___ ___ t) Does the material provide criterion-referenced assessment?
- ___ ___ ___ u) Are all of the supplementary materials needed for instruction included in the materials package?

D. Matching Material to Learner

(The following questions require a synthesis of information gained from stage III, Review. The synthesis is essential before proceeding to stage IV, Decision.)

- | <u>Yes</u> | <u>No</u> | <u>NA</u> | |
|------------|-----------|-----------|--|
| ___ | ___ | ___ | 1. Are the characteristics of the material compatible with perceived learner characteristics? |
| ___ | ___ | ___ | 2. Are the characteristics of the material compatible with perceived teacher requirements? |
| ___ | ___ | ___ | 3. Have you checked the list of criteria in the TEACHER LEVEL, stage III, Review, section B, Matching Material to Learner? |

IV. DECISIONS

The outcome of stage IV will be: a final determination of material suitability for use in a specific learning situation. Individualization of the decision making, based on items of priority concern, is implicit in this process.

After the review process, it was found that the material was:

Yes	No	NI	
_____	_____	_____	needed by the learner
_____	_____	_____	usable with the learner
_____	_____	_____	usable by the instructor
_____	_____	_____	effective

Decisions to:

A. Use

B. Adapt

C. Field Test

can be made by identifying from the review data responsiveness of the material to learner need, usability with the learner, usability by the instructor, and effectiveness.

Directions: For each criterion met, place a "+" in the appropriate box. For each criterion not met, place a "-" in the appropriate box. If no information is available, place an "NI" in the appropriate box.

Needed	Usable with Learner	Usable by Teacher	Effective

Match your review summary with the decision matrix below:

D. Recommendations

N	UL	UT	E
+	+	+	+
+	+	+	-
+	+	+	NI
+	+	-	+
+	+	-	-
+	-	-	-
+	-	+	-
+	-	+	+
+	-	+	NI
-	+	+	+
-	-	+	+
-	-	-	+
-	-	-	-
-	-	-	NI

Recommend for:

U = Use/make available for use/information dissemination

A = Adapt

U/FT = Use/Field Test

R/A/D = Reject/Adapt/Develop

R/A/D = Reject/Adapt/Develop

R/A/D = Reject/Adapt/Develop

R/A/D = Reject/Adapt/Develop

R/A/D = Reject/Adapt/Develop

R/A/D = Reject/Adapt/Develop

R = Reject/not acceptable

R = Reject/not acceptable

R = Reject/not acceptable

R = Reject/not acceptable

R = Reject/not acceptable

V. EVALUATION

The outcome of stage V will be: a final judgment, either positive, negative, or inconclusive, as to the usefulness and effectiveness of the material with the learner in a given learning situation.

Yes No NA

- | | | | | |
|---|---|---|----|---|
| — | — | — | 1. | Does this material meet the requirements of the teacher?
(see teacher requirement section in review instrument) |
| — | — | — | 2. | Does this material meet the requirements of the learner?
(see learner characteristics section in review instrument) |
| — | — | — | 3. | Does this material lead to the attainment of the specified
objectives? (see instructional quality section in the
review instrument) |
| — | — | — | 4. | Does the technical quality of the material meet the require-
ments of the learner? (see technical quality section in
review instrument) |
| — | — | — | 5. | Do the instructional qualities of the material meet the re-
quirements of the learner? (see instructional quality section
of review instrument) |